



USAID CAREER CENTER ANNUAL REPORT: YEAR ONE



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ANNUAL REPORT: YEAR ONE

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II. PERFORMANCE AGAINST YEAR ONE WORK PLAN

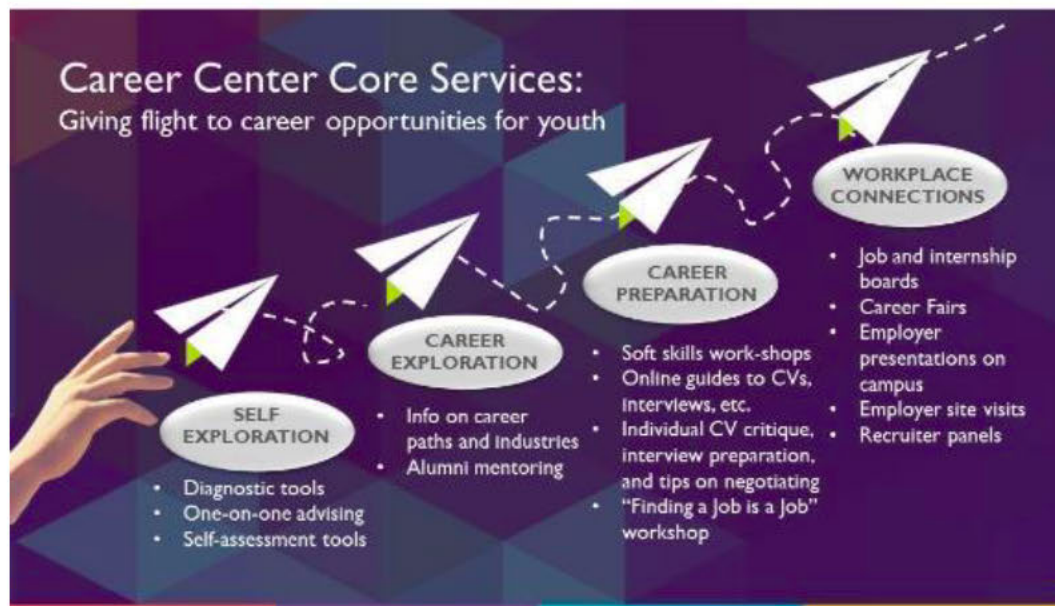
COMPONENT I: ESTABLISH CAREER CENTERS

During year one, efforts focused on the considerable work necessary to create a solid foundation to successfully establish the physical Career Centers and Virtual Career Center. This process involved gaining buy-in and support from university and other program partners, developing an appropriate organizational and service structure and envisioning an effective layout for the Centers (both physical and virtually) to foster both a welcoming and utilitarian learning environment for youth. For each of these initiatives, great care was taken to engage program partners and youth wherever possible, resulting in the following highlights:

- Universities provided dedicated space for the physical Career Centers in areas receiving high traffic from students
- Core Career Center services were developed and approved by university partners
- An organizational staffing structure was established by USAID Career Center and approved by university partners
- Career Center Specialist developed, vetted, and finalized job descriptions for each of the three Career Center positions: Director, Career Advisor & Communications Specialist and Career Coordinator
- Successful bidding and selection process to select hosts for the Vocational Career Centers involving a selection jury comprised of key program partners
- USAID Career Center and some USAID staff members received training on Career Center best practices based upon the U.S. university model
- Bidding process to identify and select vendor to produce a participant tracking tool to effectively measure youth engagement with USAID Career Center services and products
- Focus groups conducted with youth to select a preferred diagnostic tool to be adapted for the Moroccan context
- Focus groups conducted with university professors and employers in each region to explore current perceptions, knowledge of and practice of workforce development initiatives, the barriers to achieving these, and the consequent development needs.
- Promotional events with youth conducted for CV preparation.

USAID Career Center made significant progress towards preparing to open the physical Career Centers. In regards to the university Career Centers, much effort was dedicated to gaining official support from the university presidents and other key administrators. To this end, each university provided a dedicated space and identified directors for the Career Centers in the first year. These spaces were selected with input from USAID Career Center to ensure that they were centrally located in high traffic areas that would have easy access for youth. Similarly, during year one, USAID Career Center conducted an open call for interested parties to host the Vocational Career Center jury of program partners selected the winning location in each of the target regions. One of the key highlights in regards to set-up was working with program partners to select architects to

FIGURE 1. CAREER CENTERS CORE SERVICES:



design an optimal layout and “look” for the Career Centers and subsequently to vote on these designs in conjunction with youth.

Beyond the physical centers themselves, USAID Career Center initiated the development of a core set of service offerings for the Career Centers. The majority of these services will be available to youth both in person and via the Virtual Career Center, which is designed to complement the in-person Career Center experience. Career Advisors will be able to use the same online tools available on the Virtual Career Center to as inputs when they work with youth. The goal of these services are to help guide youth through the career exploration and development process from self-assessment through to direct connections with employers whether through career fairs, internships or job seeking. Implementing the service structure that was developed in year one will help prepare youth to successfully enter and progress through the world of work. Key resources were [produced in year one to be made available through the physical and virtual Career Centers including handouts (fiches), short guides, and workshop materials. Career Center tools and products will be formatively evaluated by youth as we begin to use the tools and adapted based on youth feedback.

After learning more about the universities and vocational centers, USAID Career Center began adapting its initial organizational structure to better meet the needs of youth in our three regions. To better accommodate student populations of our partner universities, whose enrollment ranges from 70,000-100,000, the staffing structure was expanded from a single Career Center Director to a full center staff including two advisors in addition to the director. It is our hope and will be our aim that additional resources can be identified to further expand the staff in the future. The program developed, vetted and finalized job descriptions for each of the three Career Center positions: Director, Career Advisor & Communications Specialist and Career Coordinator, which were then disseminated to partner universities and vocational centers.

Details related to these highlights are included in the specific activities outlined below.

Key Activities:

4.0 University Career Centers

4.1 Prepare to open Career Centers

1. USAID organized meetings with vice presidents of the universities in Casablanca, Marrakech and Tangier to an overview of the project and discuss the requirements for a Career Center in detail. (April 2015)

2. Follow-up meetings were organized, with the vice presidents and administrative staff members at Hassan II University, Cadi Ayyad University and Abdelmalek Assadi University to further discuss the Career Center



Career Center space at Hassan II University Library.

structure, staffing and dedication of space on campus. As a result of these meetings, the universities agreed to provide **dedicated space for the Career Centers** as well as to fund the Career Center Director position. (September and October 2015) Subsequent visits were made to review possible spaces for the Career Center. (October and November 2015)

3. USAID Career Center defined space requirements for the Career Centers (identification of specific logistic, outfitting and material needs for the spaces based on the services to be provided). (September 2015)



Competing to be selected as the institute to host the pilot Career Centers, vocational training staff discuss the call for interest process.

4. The program launched a **competitive bidding process to select a designer/architect to develop the Career Center design concept**. Three vendors were pre-selected on September 30th. A selection jury, comprised of representatives from all program partners complemented by an online youth vote option, resulted in the **review and selection of an architectural design for Career Centers** (by Atelier 2813). (28 October – 4 November 2015)
5. Meetings were held in each region to solicit **expressions of interest to host the pilot Career Centers in vocational training centers**. The sessions were held in November (130 participants).

6. A selection meeting was held on November 30, 2015 to review, discuss, and **vote on which vocational training institution would host the Career Center in each region.** This meeting was attended by representatives from USAID Career Center, the Vocational Training Department, and the USAID COR. The Institute of Applied Technology in Hay Hassani in Casablanca, the CQP Confection (*Centre de qualification Professionnelle Confection*) in Tangier, and the Institute of Tourism in Marrakech from the Ministry of Tourism.
7. Several meetings were held with senior administrative program representatives, including the presidents at each university as well as with the vocational training centers to discuss the **Career Center spaces and proposed enhancements and prepare an action plan.** (November 2015 – January 2016)
8. At the invitation of university presidents, Regional Coordinators, with the support of USAID Career Center technical staff and the USAID COR, made **presentations to formally introduce the program to the deans of all of the university's faculties, build broader university support and discuss next steps for collaboration.** (November and December 2015)
9. USAID Career Center hosted a meeting with architects competitively selected by the program, to discuss and **review specific architectural plans for the university Career Centers in each region.** Given the variance in size, some variations in design and layout were needed at each site. (18 January 2016)



Architectural concept design for the Career Centers.





	<p>10. The winning firm, _____ in collaboration with an engineering consultant, started working on the technical specifications for the upgrading of the Career Center space at Cadi Ayyad University in Marrakech. (January 2016), followed by similar work in the other two regions (February-March 2016).</p> <p>11. After a contractor was competitively selected on 7 March, 2016, improvement work started at Cadi Ayyad University in Marrakech on 28 March, 2016.</p>
<p>4.2 Recruitment/ Training of Career Center personnel</p>	<ol style="list-style-type: none"> 1. Meetings were held with university presidents in each region to discuss hiring requirements for the Career Center Directors. (August – October 2015) 2. The Career Services Specialist developed an organizational chart outlining the minimum staffing needs for each Career Center and specifications for the proposed space based upon the functional needs of each center. This organizational structure and service offering was discussed and approved by the Regional Coordinators during meetings with the universities in Tangier and Casablanca. 3. To help facilitate the hiring process for universities, a job description for the Career Center Director was distributed to both the universities in Casablanca and Tangier. 4. The Career Services Specialist coordinated and presented a multi-day Career Center training for USAID Career Center staff. This intensive, interactive, three-day training gave an overview of the U.S. Career Center model, including sessions on engaging employers, faculty and alumni, as well as on leading change and the logistical components of launching a Career Center. (21-23 October 2015) 5. The Career Services Specialist researched, identified and submitted for approval consultants to serve as ongoing Career Coaches and conduct periodic training webinars and conference calls with Career Center staff. (January – March 2016) 6. Career Center Directors were identified by universities with support of the regional coordinators and the Career Services Specialist. (January-February 2016) 7. Candidate interviews were held for the position of Career Advisor/Communication Specialist and Career Coordinator in each region in February and March of 2016. Final candidates were



Career Services Specialist provides training on the U.S. Career Center model. (21-23 October 2015)

	<p>selected by search committees comprised of the Career Services Specialist, Regional Coordinators, and Career Center Directors. In the case of Cadi Ayyad University in Marrakech, a recruitment agency also participated in the interview process and the university president made the final selection of candidate for each position based upon two sets of finalists proposed by the selection committee for each position.</p>
4.3 Information technology implementation	<ol style="list-style-type: none"> 1. Informal interviews were conducted with youth and university administrators to learn more about the higher education system in Morocco and how student records are kept and managed. With this knowledge, the Career Services Specialist established parameters for the participant tracking system. (August 2015)
4.4 Develop core Services	<ol style="list-style-type: none"> 1. The Career Services Specialist established core services to be offered by the centers. These services will include online self-assessment and diagnostic tools, advice on job search strategies, and information on career paths and industries in Morocco informed by the employment data being gathered by the program as part of the industry assessments in each region. Based upon a preliminary assessment of the size of university student bodies and access to student data, it was determined that the physical Career Center should operate in conjunction with the Virtual Career Center to streamline service offerings and maximize services for large numbers of youth. (August-October 2015) 2. The Career Services Specialist adapted an International Research and Exchanges Board (IREX) Career Services Toolkit to be used by the university Career Centers. This toolkit will serve as a guide to help center staff establish and effectively manage their centers at universities. (September – December 2015) 3. Focus groups were conducted with university professors (42) and employers (45) in each region to explore current perceptions, knowledge of and practice of workforce development initiatives, the barriers to achieving these, and the consequent development needs. (February 2016)

4.5 Teaser Events	<p>1. USAID Career Center's first teaser event at Hassan II University invited incoming and returning students to have their CVs assessed on the spot. This successful event was promoted in advance via the university's Facebook page and was attended hundreds of students, 140 of whom joined the program database and 25 had their CVs reviewed one-on-one. (20 October 2015) As part of this event, a CV Assessment Tips handout was developed.</p>  <p><i>University students receive feedback on their CV at USAID Career Center's first teaser event at Hassan II University. (20 October 2015)</i></p>  <p>2. Stands calling out, "Boostez Votre CV", were incorporated into additional USAID Career Center teaser events held in both Tangier and Marrakech with similar success (February 2016).</p>
4.6 Launch Career Centers;	<p>1. Due to the various challenges and delays related to staffing as well as the designation and enhancement of designated Career Center space in each of our partner regions, it proved impossible to open the Career Centers in our first year of operation. However, the diligence and time taken to gain support for and approval from university and ministry partners positions USAID Career Center well to successfully open all three university Career Centers in May of 2016.</p>
<p>Virtual Career Center</p> <p>This online platform will provide career exploration and preparation resources to youth, which complement and mirror the services provided in the physical Career Centers. These resources will cover a range of tools, including diagnostic tools, detailed information on various career paths and employment sectors, and specific guidance to aide youth in the process of preparing to enter the world of work. The platform will be dynamic, engaging, and will have an easy-to-navigate design.</p>	
4.7 Define Content	<p>1. Multiple meetings were held with the Department of vocational training and the ministry of higher education to: develop the structure and content offerings of the Virtual Career Center</p>

	<p>including 1) diagnostic tools, 2) information on available career paths and jobs, including sample job descriptions and the training and education levels required to qualify for those positions and 3) a list of relevant trainings related to the sector/s that are of interest to a youth (October 2015-February 2016)</p> <p>2. Focus groups were conducted with youth, including an online survey, to evaluate three existing diagnostic tools available in French: Tahmeed (Qatar), Onisep (French), and ToutPourReussir</p> <p>3. To date, 180 job positions have been defined in a USAID Career Center Career Database (that is part of the virtual career center) with all initial selected industry sectors researched covered (except agro-processing). These position descriptions are for use by youth in the physical and virtual Career Centers.</p>
4.8 Produce and adapt content	<p>1. The data structure of the Career Centers Careers Database was validated in March 2016 by the DFP (department for vocational training) and the Ministry of Higher Education. The latter asked the program to produce an application allowing it to handle deadlines related to industry accreditations. The careers database is being developed for the launch of the Virtual Career Center; a dozen videos that present various career paths will be available. A video was also produced to introduce the principle of Career Centers and will be available on the Virtual Career Center at the opening of the Career Centers in the first quarter of Year</p> <p>2. A self-diagnostic tool produced by was selected for the front page of the website. This section will be enriched by a tool developed specifically for Morocco.</p> <p>The tools available as part of the Virtual Career Center that aids youth with the job or internship search process-such as how to prepare a CV, write a cover letter, or present yourself well in an interview- will be the same resources that are used by advisors in the physical Career Centers, providing a consistent user experience.</p>
4.9 Design the visual identity of the Virtual Career Center	<p>1. A web design agency was selected to work on the graphic design and branding of the Virtual Career Center.</p>
4.10 Build the website (to be hosted on www.careercenter.ma)	<p>1. At the time of this writing, www.careercenter.ma website is in production. The jobs and institutions database was presented to the DFP (department for vocational training) and to the Ministry of Higher Education in March 2016. At the close of the first quarter, several unmet sectors were still missing (health, police, army, education, agro-processing). This data will be collected as soon as it is available.</p> <p>2. At the close of the first quarter, discussions were still ongoing with Silatech to take over all or part of the tools set up on including online courses. USAID Career Center decided to directly</p>

	contact to study the possibility of integrating some of their courses directly on the website.
4.11 Launch the site in collaboration with selected partners	1. While the foundation of www.careercenter.ma was built in year one, the formal launch of the site will accompany the official openings of the university Career Centers, scheduled for May and June of 2016.

COMPONENT 2: WORK READINESS

During this first year, significant progress was made in all areas of work readiness development. The labor market in Morocco is a system, and it is the strength and quality of linkages between actors in this system that determine how easily youth are able to access relevant education and training, find jobs, and succeed in their careers.

System / Stakeholder Mapping: Career Center conducted a review of past and existing Government of Morocco and international donor programs. This included desk research coupled with donor interviews regarding existing programs. The mapping was complemented by social network analysis, a visual tool that allows one to understand structures and patterns of interaction in terms of nodes (actors) and links (the relations that exist or do not exist between them). This mapping method was successfully used during the Whole System in a Room event held in Tangier in March 2016.

Supply of Skills: We conducted a review of current soft skills available in Morocco and internationally. The Moroccan review assessed current courses provided on a fee basis by private providers, and educational institutions including universities and vocational training centers, and any organization offering work-readiness training. Internationally, the technical team conducted desk research into soft skills course offerings in the United States, United Kingdom, Canada, France and Switzerland, supplemented by phone interviews.

Applying tools under Economic Context and Analysis: This was an analysis based on a combination of desktop research and regional interviews with associations and the private sector to determine the top two industry sectors in each region. More than 80 interviews were conducted with associations and a diverse subset of actors of the private sector.

Value Chain Maps: Information from economic context and analysis was used to develop Value Chain Maps that identify entry-level jobs for youth and possible career pathways. Using this data, five growth industries were chosen in the three regions: aeronautics and offshoring in Casablanca, agro-processing and business tourism in Marrakech, and automotive and business tourism in Tangier.

By the end of year one, analyses have been completed for the automotive, aeronautic, business tourism and agro-processing sectors. (At the time of this writing, the offshoring sector analysis was in the process of being finalized.)

Demand for Skills: Through the value chain mapping exercise and soft skills review, demand for skills can be assessed and integrated into the soft skills offering. Value chain mapping shows the dynamics of an industry on a page: relationships between firms, end customers, and functions to identify current jobs, functions, and their associated skills. The Workforce Overlay to a Value Chain Map provides insight into current and future demand for skills in a sector and will directly inform

learning objectives. Results of the soft skills review provides a map of current courses available and can identify gaps in soft skills offerings. Career Center along with partner Education for Employment (EFE), will be offering soft skills training initially offering two soft skills modules. It already offered *Finding a Job is a Job* and *Workplace Success*, to 258 youth from Hassan II University in Casablanca. Due to the success of these trainings, it was agreed these modules will be used for the *Office de la Formation Professionnelle et de la Promotion du Travail*. (OFPPT).

Finally, Career Center has begun to engage with various members of the private sector to identify skill shortages on the demand side and understand business needs. This process is ignited by the WSR and other outreach and will grow and deepen throughout the program.

Key Activities:

2.0 Labor Market Assessment

<p>2.1 Rapid Industry Analysis</p>	<ol style="list-style-type: none"> 1. A national review identified five-industry growth sectors for youth in the three program regions as leading growth sectors. By region the sectors are aeronautic and offshoring in Casablanca, agro-processing and business tourism in Marrakech, and automotive and business tourism in Tangier. (April-June 2015) 2. Stakeholder interviews were held to develop Value Chain Mapping in the automotive, aeronautic, agro-processing, offshoring and business tourism sectors with a total of 29 interviews (April-June 2015), 34 interviews (July-September 2015), and 15 interviews (October-December 2015) conducted across the three sectors. 3. In Tangier, the automotive and business tourism sectors were targeted for research. Interviews were conducted with key stakeholders and industry experts at different entry points of the automotive and business tourism value chain. For tourism, the Work Readiness Specialist gathered information on business tourism services growth, career pathways for hotel employees and to assess training demand in this sector. (July – September 2015) 4. In Casablanca, the Offshoring sector was targeted for research. The Career Center advanced data collection and analysis through six Offshoring interviews. Interviews were conducted with relevant stakeholders and senior members of companies represented at different entry points of the Offshoring value chain. (July – September 2015) 5. FHI360's Rapid Industry Analysis Expert worked with the USAID Career Center team to prepare for the Value Chain Mapping exercise within the three regions and shared a set of labor market assessment tools and
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analytical techniques for use during the industry analysis. (9-13 August 2015)

6. In Tangier, the automotive and business tourism sectors were targeted for research. Interviews were conducted with key stakeholders and industry experts at different entry points of the automotive and business tourism value chain. Discussions with private and public vocational training centers also took place to identify specific courses available and interaction with the private sector firms. The program team met with GEFCO (Groupages Express de Franche-Comté) (30 October 2015), a transportation company, to understand the kind of services they offer, the path evolution of their employees and the training needed to succeed at this company.
 7. In Casablanca, the aeronautics sector was targeted for research. The Career Center advanced data collection and analysis through eight interviews. Interviews were conducted with relevant stakeholders and senior members of companies represented at different entry points of the aeronautic value chain. Meetings were held with *Groupement des Industries Marocaines Aéronautiques et Spatiales (GIMAS) and Institut des Métiers de l'Aéronautique (IMA)* (12 October 2015) to present the USAID Career Center program and analyze the provision of training and opportunities for collaboration.

“USAID Career Center is the type of program that would be a great interest to our members and we wish to see how we can collaborate”
 8. In Marrakech, the agro-processing and business tourism sectors were targeted for research. Fifteen interviews were conducted with key stakeholders and industry experts at different entry points regionally in the agro-processing and business tourism value chain. (October - December 2015)
 9. In Tangier meetings were held with several hotels (Hotel Royal Tulip, Hotel Encore Ramada, Hotel Rif, Hotel Hilton) to discuss soft skills needs and explore opportunities for partnering with them. Meetings were also held with tourism agencies (Private Event, Ailze Voyage, and Like Tours) to complete the vision of the tourism value chain and understand the needs and difficulties experienced by these agencies. (13-14 January 2016)
 10. The Career Services Specialist developed an infographic (available in English and French) based upon the rapid industry analysis of the aeronautic sector to be used as an educational resource for the virtual Career Center. This will be developed for each industry sector. They will also be transformed into a pop-up poster, displayed in each of the Career Centers. Similar resources, with a visual emphasis, will be completed in conjunction with each industry analysis. These resources will serve as a model that can be emulated by each university as
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	<p>Career Centers begin to gather sectorial employment data in each region. (1-31 January 2016)</p> <ol style="list-style-type: none"> 11. The Automotive, Aeronautics and Business Tourism – Tangier and Marrakech industry analyses were completed and submitted. (March 2016) 12. Agro-Processing industry analysis is in final review and Offshoring being finalized (March 2016) 13. Development of a 10-page handout on each sector started. Target audiences are the private sector, professors and instructors. (March 2016) 14. Development of a one-page decision tree with career pathways for students. (March 2016)
2.2 Soft Skills Review	<ol style="list-style-type: none"> 1. Review of soft skills curricula in Morocco and best in class curricula internationally. (Countries reviewed thus far are US, UK, Canada, France and Switzerland) 2. Analyst identified and desk review begun. (June 2015) 3. An international review was completed. Visits to Casablanca and Tangier were held including meetings with four private sector courseware providers (EFE Maroc, Blue Storm, Injaz-Al Maghrib, and Ze Coach). A review of current soft skills offered within the curricula of the University of Tangier was also conducted. (July - September 2015) 4. A review of current soft skills offered within the curricula of the universities of Casablanca and Marrakech was conducted (5-13 November 2015). In addition, meetings with the <i>Office de la formation professionnelle et de la promotion du travail</i> (OFPPT) specialist responsible for integrating soft skills took place and follow-up meetings were scheduled in January. 5. A meeting was held with <i>Institut Spécialisé des Métiers de l'Aéronautique et la Logistique Aéroportuaire</i> (ISMALA) to gather data for soft skills mapping. Review of data and commencement of final report began. (5 November 2015)

6. Pilot training courses, *Finding a Job is a Job* and *Workplace Success* began at Hassan II University in Casablanca. 258 youth participated in the trainings and 243 received certificates of completion.



Students at University Hassan II following the completion of the pilot training courses.

- (November-December, 2015)
7. The USAID Career Center program was presented during pilot soft skills trainings by partner EFE that occurred on November 25, 2015 in Casablanca. The participant list will be used to mobilize youth at the opening of the Career Center.
8. Training sessions were organized for OFPPT instructors, on *Finding a Job is a Job* and *Workplace Success*. This began during the third quarter. (October - December 2015)
9. Several meetings were held with _____ at Cadi Ayyad University in Marrakech to discuss incorporating soft skills into the curriculum. This professor is well known for his work on youth employability across the region.
10. The Soft Skills consultant met with the Ministry of Tourism to review the curricula content of courses delivered within the training centers. These meetings were very valuable because the tourism sector has an acute need for soft skills and one of the Career Center sites will be located at the Ministry of Tourism vocational center in Marrakech. Preparation of the final Soft Skills report continued. (1-31 January 2016)
11. Follow-up meetings were held with the Ministry of Tourism covering the soft skills used in their curricula. (February 2016)
12. Final review document being finalized. (February 2016)
13. A Skills Demand by Industry sector and position, is developed following confirmation of skills visits with the private sector experts. At the time of this writing, prioritized skills within each sector/ position, and learning objectives were being developed and will be mapped to existing product offerings. (March 2016)
14. Development of a Content and Sequencing Plan was begun to determine offerings to be developed for Year 2. (March 2016)
15. A Communication & Leadership course was reviewed for youth provided by _____ of Talk2Lead and will explore potential collaboration, especially for gender-based training. (March 2016)

2.3 Donor Mapping	<ol style="list-style-type: none"> 1. A Review of past and present donor programs working in the area of youth employability, was conducted. 2. Desk review and interviews scheduled with World Bank, European Union, International Labor Organization and African Development Bank. (June 2015) 3. The Donor Mapping review was completed and final deliverable prepared. (July-September 2015) 4. The Donor Mapping deliverable was submitted to USAID and will be reviewed during next quarter following USAID's comments and suggestions. (5 November 2015) 5. Comments were received from USAID and incorporated. Final submission to USAID. (January 2016)
2.4 Meetings/ Partnerships	<ol style="list-style-type: none"> 1. A meeting was held with the Director of IFMIA (<i>Institut de Formation aux Métiers de l'Industrie Automobile</i>): IFMIA is the training center of the automotive sector, which trains young recruits in the sector. This center, was set up by the Ministry of Industry and Trade, but is financed by Renault. This training center is also open to other companies working in the sector and provides continuous learning opportunities. The center plans to expand the training offer to young people who are seeking employment to provide them with qualification training in order to allow them to better compete for positions and will assist in their integration into the sector. A partnership with the USAID Career Center could be established to provide soft skills training to these young people. (8 September 2015) 2. Meetings were held in the Tangier-Tetouan-Al Hoceima region (17 - 18 December 2015) to discuss the services that the Career Centers could offer to the private sector with the following companies: <ul style="list-style-type: none"> • Renault (Automotive industry) • Jacob Delafon (Sanitary ceramics manufacturing) • SEBN MA (Automotive industry) • Del Aero Technologie (Aeronautics industry) • Polydesign (manufacturing synthetic products) 3. Regional Coordinator in Casablanca held a meeting to discuss how to support OFPPT in the integration and implementation of soft skills into their curricula. EFE agreed to adapt their workshops, "Finding a job is a job" and Workplace Success" to the needs of the USAID Career Center program. These modules will be ready by June 2016 with a training of trainer's session planned for the third quarter. (28 January 2016)
2.5 Mobilization and meetings on soft skills	<p>Casablanca</p> <ol style="list-style-type: none"> 1. A meeting was held with _____ a coordinator at Injaz Al-Maghrib to discuss the upcoming Business Leaders conference to be held in partnership with the Career Center at Hassan II University. (17 February 2016)

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2. Discussions were held with the soft skills consultants, on the soft skills workshops held at the Hassan II University Faculties in March. (15-29 February 2016)

Marrakech

3. The program's regional coordinator met with who is involved in the Tempus Project, to identify participants for the focus groups that took place in February and to discuss a possible partnership. (9 February 2016)

Tangier

4. The program's Technical Director and the Regional Coordinator met Renault's HR manager in Casablanca to introduce the USAID Career Center offering and to discuss a partnership regarding the soft skills modules development. (10 February 2016)
 5. Soft skills conference was held in Tangier ENSA. There were approximately 250 attendees and covered the work done to date in the soft skills review. (25 March 2016)
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CROSS-CUTTING ACTIVITIES: COMMUNICATIONS

In its start-up phase, the program produced a Communication Strategy and Branding & Marking Plan. These deliverables were approved by USAID in November 2015. The USAID Career Center Communication Strategy has two main objectives: (i) to promote and highlight the work of USAID in Morocco to support youth employability and (ii) increase the program's impact by using communication to leverage the technical impact of activities and to stimulate youth and both foster pathways for them and alert them to possibilities in regards to employability. The program's cross-cutting communications approach is also focused on mobilizing youth and engaging the private sector.

Early in year one, USAID Career Center engaged youth in focus groups in the three pilot regions in order to make them part of the design process of the Career Centers: youth were involved in the selection of the architectural design concept, in the choice of the name of the Centers, as well as in the visual identity of the Career Centers. In this way, the program was able to define the key communication channels and social media tools that youth prefer and that the Career Centers will use to engage university students and vocational trainees. Focus groups also helped USAID Career Center to define the Career Centers' social media strategy, which was presented to and approved by USAID in March 2016.

Initial communications materials, such as fact sheets and brochures, were produced. The www.careercenter.ma website was created to provide a description of the program and collect online youth vote to select the Career Center concept design. This site will be used to host the Virtual Career Center to be launched in Year 2. The first Career Center promotional material (posters, banners, T-shirts, caps) were also produced.



Teaser event at the Hassan II University in Casablanca (20 October 2015)

Teaser events were conducted with host-institutions or in existing career fairs in the pilot regions to test out some career development tools and start spreading the word among youth about the future Career Centers.

FIGURE 2. CAREER CENTERS' VISUAL IDENTITY



CROSS-CUTTING ACTIVITIES: GENDER

In year one, the program paid particular attention to getting gender-balanced insight from youth in the design of its activities (communication focus groups, youth voting on selection of Career Center architectural concept design). The program conducted a full Gender Analysis. Focus groups and interviews with youth and employers were conducted in August and September by an international Gender consultant and a local consultant to assist in the Gender Analysis. The Gender Analysis offers a review of global literature and best practices on solutions to increase female labor force participation. It provides a list of proposed activities on how to integrate a gender focus into the activities of the USAID Career Center work plan and into its Monitoring Evaluation Learning Plan. The objective of this analysis is to better understand the kinds of activities USAID Career Center can undertake to reduce barriers to women's participation in program activities and access to employment in its target regions. The Gender Analysis was submitted to USAID (23 December 2015) and at the time of this writing was being finalized with comments and suggestions received from USAID (3 March 2016). Some of the gender-focused activities and workshops to be conducted in the Career Centers were designed in year one.

CROSS-CUTTING ACTIVITIES: MONITORING, EVALUATION AND LEARNING

The Monitoring and Evaluation area accomplished the Social Network Analysis scope and questionnaire, which was elaborated with the help of two students from ENSA (*Ecole Nationale des Sciences Appliquées*) and revised by an expert. The Social Network Analysis approach was presented

at the Global Youth Economic Opportunities Summit 2015 in Washington, and launched during the “**Mobilization and Planning Workshop**” that was successfully conducted in the Tangier-Tetouan-Al Hoceima region. Participants responded to the questionnaire which automatically graphed their networking. The idea of using this graph allowed the program to assess existing social structures and labor market actors in order to strengthen the links between them.

The results matrix for the Monitoring, Evaluation and Learning Plan (MELP) was completed. The matrix includes a number of indicators that allow USAID Career Center to measure the most significant results in the change process. The MELP has been submitted to USAID for approval.

Key Activities:

3.0 Cross Cutting	
3.1 Communications	<ol style="list-style-type: none"> 1. The program Communication Strategy and Branding and Marking Plan were submitted (31 July 2015) and approved by USAID (4 November 2015). After the updated <i>USAID Graphic Standards Manual and Partner Co-Branding Guide</i> was released (11 March 2016), it was specified that the new guidelines for acquisition contracts only apply to new programs and do not apply to current programs that already have an approved Branding and Marking Plan. (31 March 2016) 2. Youth outreach and engagement: <ul style="list-style-type: none"> ○ The program conducted in the three pilot regions a series of youth focus groups on communications to identify patterns and behaviors towards communications and social media. (September-October, 2015) ○ In addition to teaser events organized in host-universities (see Component I), several meetings were held to engage with students to start spreading the word about the future Career Centers and identifying future Ambassadors for the Career Center. ○ The regional teams participated in a series of youth-oriented events such as employment forums or career fairs held outside of the host-institutions: Amal Job Employment Caravane (10 March 2016), International Student Forum (11 March 2016) and the National Forum on Employment and Skills (25 March 2016) in Marrakech.



Teaser events: “Boost your CV” booth at the Amal Job Caravane in Marrakech (March 11, 2016)

3. **Career Center product:** Along with the architectural concept designed for all the pilot Career Centers (see Component 1), a specific visual identity was developed for the Career Centers with a graphic design agency. The final graphic concept as well as the Career Centers name and tagline were selected by youth in focus groups (September and October). The visual identity of the Career Centers was approved by USAID. (11 December 2015)



Youth select the visual identity of the Career Centers in focus groups in Tangier. (October 5, 2015)

4. **Key program communication material** was produced: program fact sheets (in English and French) (29 September 2015, program brochure and roll-ups (March 2016), PowerPoint template, staff business cards, letterhead; participants' lists; meeting and trip reports.
5. **Career Centers' promotional material** was produced (posters, roll-ups, banners, tee shirts, caps), some in co-branding with host-universities. A first onsite photo shoot was organized to provide good quality photographs for Career Centers' material and the Virtual Career Center (January-March). In order to give onsite visibility to the first pilot Career Centers, signage design concepts were produced and submitted to universities for approval (March 2016).
6. The www.careercenter.ma website (as the first step of the future Virtual Career Center) was launched with a short online description of the program. This content was made available to the youth who voted online to select the architectural design concept for the physical Career Centers. (2-9 October and 4 November 2015).
7. Focus groups were conducted with youth who helped USAID Career Center to define the Career Centers' **social media strategy**, which was presented to USAID DOC and COR (8 March 2016). This strategy was also informed by the social media experience from several US-based Career Centers after three experts from Temple University, Villanova University, and the University of Pennsylvania provided distance training to the USAID Career Center communications team on the use of social media for career development (21 October 2015). A mapping of the existing social media accounts and pages used by students and trainees of the six host-institutions was also produced to assist in the implementation of the Career Centers' social media strategy. The program will be working with a consultant Community Manager to start the Career Centers' social media activity towards the opening of the Centers.
8. **Videos:** The first short videos for the Virtual Career Center and social media accounts were produced describing jobs in growth sectors. (February-March 2016). A general animated video presenting the Career Centers' concept and services was also in preparation at the close of quarter one. (March, 2016)
9. **Preparation of official opening of university Career Centers:** A launch plan for the opening day of the university Career Centers was

	<p>submitted to USAID to prepare a meeting with the Ministry of Higher Education to be held early April. (31 March 2016)</p> <p>10. Two USAID highlights (6 November 2015) and two success stories (13 November and 28 December 2015) were submitted to USAID.</p> <p>11. Media relations: <i>Zenith</i>, a Berlin-based magazine focused on the politics, economics and culture of the MENA region, published information on USAID Career Center as part of an article on youth employability in the region in their Winter issue. The program was also asked to partake in coverage by the Moroccan daily newspaper <i>L'Economiste</i> in Tangier but upon USAID's request, declined the interview. (17 December 2015)</p>
1.2 Gender	<p>1. The program produced a Gender Analysis with a summary of best practices in increasing women's continued participation in the workforce and a list of proposed gender-focused activities. This Gender Analysis is partly based on a series of focus groups conducted with youth, the private sector (Renault and Esterline Souriau, an aeronautic company) and a civil society organization (<i>Association des Femmes Chefs d'Entreprises du Maroc</i>) in Tangier (3-4 September 2015), Casablanca (7-8 September 2015), and Marrakech (10 September 2015).</p> <p>2. The Gender Analysis was submitted to USAID (23 December 2015). It is currently being finalized incorporating comments we received from USAID. (3 March 2016)</p> <p>1. Program staff (including all subcontractors) were trained on identifying barriers of young women to entering, staying in and securing pathways to employability and on identifying entry points for addressing gender constraints. (September 2015)</p> <div data-bbox="868 577 1360 856" data-label="Image"> </div> <p><i>Gender focus group in Tangier, September 3rd, 2015</i></p>
3.3 Monitoring Evaluation and Learning	<ul style="list-style-type: none"> Monitoring Evaluation and Learning Plan submitted to USAID (April 2015). USAID Career Center uses Social Network Analysis to analyze the links between labor market actors to allow the project to determine the deficit that exists in the exchange of information between the main actors in the labor market. The development of Social Network Analysis data collection tools was conducted between July and September 2015. USAID Career Center held a working session to develop the questionnaire that will be completed and validated by an international expert. (July-September 2015) USAID Career Center developed the database and mobile application for Social Network Analysis data collection. This data collection will be carried out during the Whole System in the Room (WSR) workshop by using a mobile application. An electronic tablet will be provided to each group of 8 participants. Participants will use the mobile application to respond to the questionnaire and automatically assess their networks and identify ways to stimulate a sustained dialogue between actors of the labor market. (July-September 2015)

	<ul style="list-style-type: none"> • The Monitoring and Evaluation Specialist presented the Social Network Analysis approach at the Global Youth Economic Opportunities Summit 2015 in Washington. (7-8 October 2015) • An expert reviewed the methodological tools of the Social Network Analysis. The tools will be finalized once comments on the technical sheet and recommended adjustments to the application are received from the consultant (SNA specialist). • The program submitted the Monitoring, Evaluation & Learning Plan to USAID. (5 November 2015) • The Monitoring and Evaluation Specialist participated in a most significant change learning event “Complexity-Aware Monitoring & Most Significant Change”. This participation helped identify opportunities to integrate some principles of MSC methodology in the program’s monitoring and evaluation activities, particularly in the context of the learning process. (8 December 2015) • The M&E specialist participated in a regional workshop “M&E of Active Labor Market and Vocational Education and Training Programs in the MENA Region”. The workshop was organized by the World Bank in partnership with AFD (L’agence Française de Développement) and CMI (Center for Mediterranean Integration). The purpose of the workshop was to raise awareness about the importance of the monitoring and evaluation of vocational training and employment policies, and to promote the use of evaluations to better guide program management and thus enhance the M&E capacity, particularly with regard to the implementation and management of M&E systems. (25 January 2016) • The M&E specialist presented the Social Network Analysis (SNA) to USAID in Rabat. (25 February 2016) • The M&E specialist presented the Social Network Analysis during the WSR workshop “Mobilization and planning workshop.” (22 March 2016)
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III. PERFORMANCE AGAINST INDICATORS AND PLANNED TARGETS

As the Career Centers are due to open during year two, progress against targets expected to be reported in year two.

REF	Indicators	Indicator level	Indicator' typology	Data collection - methods and sources	Frequency	Monitoring responsibility	External consistency	Baseline	Target Y1		Target Y2		Target Y3		Target Y4	
									Target	Actual	Target	Actual	Target	Actual	Target	Actual
												variance		variance		variance
PROJECT INDICATORS																
IR0	Number of local WFD programs using labor market information to improve the quality and relevancy of offerings	Outcome e* USAID Indicator N° IR 1.2.a	Quantitative Performance indicator	Regular CC monitoring reports - Outputs of the CCs, - Curricula of the universities and vocational	Systematically, this indicator will be automatically updated thanks to the participants tracking system	Golden Resource	NO	0	0	0	5		10		20	

^e USAID indicators

¹ All target values are cumulative

² Performance indicators: these are linked to CDC performance, will be categorized according to the five building blocks of career center success, and will consist of both output (i.e., number of youth trained) and outcome (i.e., job placement, retention, and performance; soft skills content fully integrated and delivered by partner educational institutions, etc.).

				training centers																
2R1	% Cost of CCs supported by universities, vocational training centers and companies.	Outputs	Qualitative Performance indicator	CCs resources plan	The estimation will be done annually	Golden Resources	No	0	0	0			20%				30%			50%
3R3	Number of connection links between labor market actors	Outcome	Quantitative Systems indicator	Social Network Analysis	Annually during WSR	Golden Resources	Yes	TBD*	TBD*				TBD*				TBD*			TBD*
4R3	Number of private businesses partnering with educational institutions as a result of USG assistance	Output USAID Indicator N° Sub IR 1.2.3.a	Quantitative Systems indicators	-Regular CC monitoring reports - Partnership mapping	Systematically, this indicator will be updated each time an event or activity involving a private company is implemented	Golden Resources	No	0	5	0+			20				40			60

³Systems indicators: these will measure relationships between actors (whether relationships exist, strength and type of relationship, how the relationships develop over time), and also mindset – attitudes, perceptions, and behaviors – of key actors.

⁴Des discussions ont été entamées avec le secteur privé en vue d'établir des partenariats : Tanger : Renault, Casablanca : GIMAS (Groupeement des Industriels Marocains et Spatol)& Marakech TECTRA (intermédiaire)

* TBD in the chart refers to information that will be collected/determined at baseline.

5R4	Number of educational institutions who adopted the USG-funded career center model	Output USAID indicator n° Sub IR 1.1.1.b	Quantitative Performance indicator	Monitoring report, checks performance in universities and vocational training centers	Annual	Golden Resources	No	0	0	0	3	6	6
6R5	Number of workforce development initiatives completed as a result of USG participation in public-private partnerships	Outcome USAID Indicator N° IR 1.2.b	Quantitative Systems indicator	Regular CC monitoring reports	Annually	Golden Resources	No	0	9	05	30	48	66
7R6	Number of trainees satisfied with the quality and relevance of the training and services received through USG-supported career services	Outcome e* USAID Indicator N° IR 1.1.d	Quantitative Performance indicator	- Post-training tests - Participant tracking system based on ongoing survey of random selection of users	Systematically, this indicator will be updated each time a service or training is provided	Golden Resources	No	0	50%	N°6	80%	80%	80%

⁵Les cours n'ont pas encore été dispensés et les partenariats pas encore signés ! en cour de discussion

⁶Les informations sont disponible chez EFE, par ce que les participants ont renseigné des formulaires de satisfaction, mais nous ne pouvons pas l'avoir pour le moment.

Gender Equality

	Number of people receiving gender-related training as a result of USG-assistance	Output Cross-cutting	Quantitative Performance indicator	Data for this indicator will be collected at the end of any activity	Annually	Golden Resources	No	0	100	N°	300	500	700
CC-8													

Positive Youth Engagement

	Number of youth receiving USG-funded services	Output Cross-cutting	Quantitative Performance indicator	CC Tracking system	Systematically, this indicator will be updated each time a service or training is provided.	Golden Resources	No	0	2000	250 ¹⁰	20000	60000	100000
CC-10													

⁹Nombre est connu par efe, mais il n'y a pas moyen d'avoir tout de suite l'information !

¹⁰250 étudiants sur Casablanca ont été formés, par efe, dans le développement des skills par rapport à la recherche de job : Find the job is the job « Fijl ». D'autres sont prévue, aussi sur Casablanca, pour Mai 2016. Une ToT est prévue aussi en Mai 2016 pour les 3 régions

* TBD in the chart refers to information that will be collected/determined at baseline.

IV. CHALLENGES, LESSONS LEARNED, AND A LOOK AHEAD TO NEXT YEAR

CHALLENGES FACED

Despite many achievements in the first year, the program also faced several significant challenges, which resulted in delays to the program, particularly related to staffing. University presidents had all initially agreed to provide a director (professors or other key university administrators were proposed for these roles) to oversee the Career Center on their campuses, however, this posed a challenge to the program as the university expectation was that these employees also retain their other administrative or professorial duties.

The delays with identifying directors also impacted the recruitment of Career Center advisors. To build long-term buy-in and support with the universities, it was anticipated that Career Center directors would be directly involved with the interviewing and candidate selection process.

Regarding the improvement of Career Center spaces, there were unfortunately significant delays in getting the spaces officially confirmed and made available: in Marrakech the Cadi Ayyad University confirmed the space only on November 30, 2015. The Hassan II University only confirmed their career center space as late as December 11, 2015.

Another significant challenge for the program was that the site identified for the vocational career center is currently under construction in Marrakech at the vocational training center. Deadlines that were announced by the Ministry of Tourism for completion have not been met. It is doubtful that it will be ready by October 2016 which is the estimated opening date for the Career Center.

In Tangier, there were additional challenges due to structural and technical issues with the spaces designated by the host institution. Water drainage issues were detected in the Tangier University site surrounding the Career Center. Additionally, issues were detected with the water-proofing of the roof in Marrakech. At the Casablanca University, there were several electrical and air conditioning

issues. These challenges had to all be addressed by host institutions and caused delays in the improvement and Career Center opening schedule.

Another significant challenge for the team in Marrakech is the fact that the university was unable to provide an office to the regional team and that a budget provision had to be made in the realigned budget.

Lessons Learned

While significant accomplishments were noted during this first year, the program also learned several key lessons. The following are a few key lessons learned after this first year of operations:

- The soft skills review of university would have been greatly facilitated and perhaps concluded in a timelier manner if all partners were fully sensitized to the program vision and strategic approach prior to commencing the review. Looking back, it would probably have been beneficial for many program activities to have conducted the 'Whole System in a Room' series of workshops within the first two quarters of the first year to have gained the full buy-in from all program actors to build successful and sustainable partnerships and regional working groups;

PERSPECTIVES FOR THE COMING YEAR

Private sector engagement is critical for the program to initially succeed but to also for the Career Centers to be viable as autonomous entities and be successful over the long term, beyond the lifespan of the USAID period of program sponsorship. As the program advocates a systems approach that builds consensus from all critical actors in the system, it is therefore imperative that the program have the ability to enter into agreements with the private sector and other key employment sector actors as deemed necessary by the program (as this is the modality by which the private sector operates and will allow those actors to be able to participate in the co-development of a concrete value proposition developed initially with the program and then, after establishment, by the Career Centers themselves). During the second year of program operations, the need for these types of engagements will be examined and agreements made with all relevant actors within the system that impact youth employability.

It is therefore imperative that during the first quarter of year two that the USAID Career Center program team, USAID and program partners take a hard look at what a sustainable model for a Career Center should look like and craft a specific plan to move in that direction. The program will initially engage with legal experts to define what possible legal structures are possible for the Career Centers, considering our goals and objectives to serve both public and private sector interests. The program will then chair a working group session with partners and USAID to validate the best option for an autonomous model via a participatory process followed by a planning process to develop strategies for the implementation of the adopted model. It is also critical to determine what the long term relationship of partners who are currently involved in the development of specific Career Center tools and curricula would look like.

Another key focus area for the second year of the program will be related to how gender is integrated into the work that we do as a program as well as the Career Center ethos going forward. The program will make an investment in program partners or individuals working with or at the Career Centers, ensuring that the issue of gender is understood by overcoming preconceived notions of gender that those actors may hold. One example of how this will be done is with a gender survey. The program will disseminate a gender perceptions survey with our Career Center staff members and based upon that will conduct a follow-up webinar training or a series of trainings.

As we gather our initial data on youth engagement with the Career Centers and their reactions to them, great emphasis will be placed on adapting materials and services to better meet the needs of youth. The Ambassador program will be a critical means to collect qualitative data from youth voices who benefit from the program.

Finally, it will be imperative that support systems are developed and put into place during year two to support the newly appointed Career Center staff. Attention will be paid to the regular assessment of Career Center staff performance, identifying any gaps and developing a series of ongoing trainings to support their professional development needs.

ANNEX II: DOCUMENTS SUBMITTED

DOC. #	DATE APPROVED (date submitted if in italics)	TITLE
1	<i>Submitted May 27, 2015 (version 1) and July 27, 2015 (version 2)</i> Approved Nov.17, 2015	Work plan and Budget Year One
11	<i>Submitted May 29, 2015 (version 1) and Nov. 4, 2015 (version 2)</i> Under review	Monitoring and Evaluation and Learning Plan
3	<i>Submitted July 31, 2015</i> Approved Nov. 4, 2015	Communication Strategy
4	<i>Submitted July 31, 2015</i> Approved Nov. 4, 2015	Branding and Marking Plan
2	<i>Submitted July 31st, 2015</i>	Quarterly Report- April-June, 2015
1	<i>Submitted September 29, 2015</i> Approved October 8, 2015	Program fact sheets
10	<i>Submitted Oct. 30, 2015</i>	Quarterly Report - July-September, 2015
8	<i>Submitted Nov. 5, 2015</i>	Donors' Mapping
13	<i>Submitted Nov. 25, 2015</i> Approved Dec. 11, 2015	Career Centers' visual identity
12	<i>Submitted Dec. 1st, 2015</i>	Rapid Industry Analysis - Automotive Sector
14	<i>Submitted Dec. 23, 2015</i> Under review	Gender Analysis
16	<i>Submitted Jan. 23</i>	Quarterly Report – October-December, 2015
15	<i>Submitted Feb.12</i>	Work Plan Year Two
17	<i>Submitted March 9, 2016</i>	Rapid Industry Analysis - Aeronautic Sector
18	<i>Submitted March 9, 2016</i>	Rapid Industry Analysis- Tourism - Tangier